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she has done; for, as the author of this book says "of all species of extravagant waste there is none more unpardonable than that which permits one nation to remain in ignorance of the clever and successful methods devised in another for gaining important ends."

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*Boy Life and Labour.* By ARNOLD FREEMAN. London: P. S. King & Son, 1914. 8vo, pp. xiii+252. 3s. 6d. net.

In this book the author tries to determine the causes of the inefficiency of boy labor and suggests remedies. The materials were collected by personal investigation into the lives of seventy-one boy workers between the ages of fourteen and eighteen in the English city of Birmingham. The influences of home, factory, picture palace, music hall, and cheap literature are shown to undo, during adolescence, the good achieved by elementary education. The chief evils which the author thinks counteract the salutary effects of the earlier period and retard the growth of efficiency are: (1) the character of the work, which neither requires skill nor develops the body; (2) excessive hours of work which leave the boy little time for study; (3) the detrimental influence of older boys and men in the working places; (4) change of jobs. The prolongation of the elementary education until the age of fifteen and the limitation of the hours of work to thirty a week for boys between the ages of fifteen and eighteen are the important remedial measures suggested by the author. Accounts of the actual lives of several boys add vividness to a book that must interest all concerned with the problems of juvenile welfare.

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*Economics in the Secondary School.* By JOHN HAYNES. Boston: Houghton Mifflin Co., 1914. 16mo, pp. xiii+93. \$0.60.

The author tells us that this little book has grown out of his interest in economics, his conviction that ignorance of its elementary principles is at the bottom of much of our faulty legislation, and out of his own experience in teaching the subject to secondary-school pupils. Much information was received as a direct result of sending out a questionnaire. Dr. Haynes discusses the suitability of economics for the secondary school and its present status in such schools, and he has concrete suggestions to offer in regard to the content of a high-school course, the methods of teaching, and the relation of the study to other subjects in the curriculum. He includes also a bibliography of texts and supplementary reading. The author claims, and rightly so, that economics has a decided value for the ethical training of a citizen, for it gives a proper estimate of the place of wealth and of the owner's right to use it. The individual is taught the effects which his own private acts have upon society. Dr. Haynes contends also for the vocational and cultural value of economics, and points out that it must always precede the study of sociology.